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ABSTRACT

This annotated bibliography presents citations to approximately 225 monographs, journal articles, and unpublished documents dealing with in-service education programs for two-year college faculty. These items represent a selection of the in-service education and staff development literature cataloged over the last 25 years in "Education Index," "Current Index to Journals in Education," "Resources in Education," and "Dissertation Abstracts." The entries, which are arranged alphabetically by author, provide the author's name; title; journal title (where applicable); ERIC document number (where applicable); order number (in the case of a dissertation); and a brief annotation summarizing the work's content. The bibliography's introduction details selection criteria and summarizes major changes in the staff development literature since the publication of a bibliography on the same topic in 1975. These changes include an increase in the number of works dealing with the staff development needs of specific constituencies, such as trustees and adjunct faculty; models for regional, state, and campus training programs; staff development efforts at rural colleges; and cooperative staff development efforts with universities. (JP)

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COMMUNITY COLLEGE STAFF DEVELOPMENT
AN ANNOTATED BIBLIOGRAPHY

PREPARED FOR THE NCSPOD
BY TERRY H. SMITH WALLACE
CHAIRPERSON, PROFESSIONAL GROWTH AND INSTRUCTIONAL DEVELOPMENT COMMITTEE
HARRISBURG AREA COMMUNITY COLLEGE
HARRISBURG, PA 17110
SEPTEMBER 1979

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Introduction

The annotated bibliography that follows might be characterized by two words: reprint and update. First, it is in part a reprint of earlier, now unavailable bibliographies. Approximately half of the items appearing in the following pages are drawn from two earlier reviews of the literature done by the compiler in 1975 and 1977. The 1975 bibliography, published by the Center for the Study of Higher Education of The Pennsylvania State University, constituted the first significant collection of the literature pertinent to community college staff development. Demand for this document was so great in early 1975 that it was out of print within two months of its appearance. The 1977 compilation was an update of this initial effort, produced for, and distributed at a National Conference on Staff Development in Atlanta, Georgia which drafted a proposed constitution for the National Council on Staff, Program, and Organizational Development founded several months later in Zion, Illinois. Because of the circumstances of its production, this second bibliography did not receive wide notice or distribution, regrettably so for in the two years which had elapsed the literature on community college staff development had doubled in size.

Yet, the present work must also be termed an update, for in the two years since the appearance of the last bibliography, the literature of staff development has continued to grow at an explosive rate, doubling again in size. The rapidity of this continued growth is, in part, substantiation of the often made claim that staff development is coming to be recognized on a large scale as a major strategy for institutional renewal and instructional change in a time of low staff mobility, fiscal austerity, and steady-state or declining student enrollments.

As reprint and update, the fundamental aim of the present work is to place in the hands of both staff development practitioners and researchers a comprehensive and fundamental tool of the trade. To that end, the goal of the compiler has been the presentation of significant items on various aspects of inservice staff development, rather than a slavish, exhaustive listing. In gleaning these items, a thorough survey and examination were made of the entries on inservice education and staff development catalogued over the last 25 years by the Education Index, the CIJIE, ERIC, and Dissertation Abstracts.

Several criteria have been utilized in selecting items for inclusion here. First, as has already been noted, the bibliography focuses on in-service education (training for staff already employed and working) in the community college. Such a limitation appears appropriate because of the significantly slowed growth of the community college movement and the new focus of staff development mentioned below. Persons interested in an introduction to substantive preservice and orientation literature are directed to the ERIC brief listed within prepared for the AACJC 1978 Assembly "New Staff for New Students." Second, the bibliography stresses in-service training for faculty. However, a number of documents do describe programs that include administrators, counselors, or even classified staff. Third, items developing out of and indigenous to, the two-year college were consciously sought, although suggestions and findings from public school and senior college practitioners are included when they are deemed relevant and of value. Finally, in cases where two or more items covered the same subject with no substantive difference in observations, the

test was selected for inclusion.

The author's first bibliography and review of the literature revealed inservice staff development in two-year institutions to be receiving a growing emphasis. Whereas before 1967 community college personnel in charge of inservice training had to rely mainly upon the suggestions and observations of public school and senior college practitioners, by 1975 they were able to rely on research developing out of, and indigenous to, the two-year experience.

Those who utilize the present bibliography will find that the literature of staff development is much enriched since 1975. Major regional and state-wide surveys of inservice need are now available. The staff development needs of special constituencies, like trustees and chairpersons, have begun to be delineated. Staff development models have been generated for student personnel services, for adjunct faculty, for trustees, and for instructors in various disciplines like Business, History, and Math. Descriptions of models are now available concerning state-wide two-year college inservice education, regional staff development consortia, and local campus training programs. For the first time, the staff development concerns of rural community colleges have received significant attention, as have those of institutions--rural and urban--functioning within a collective bargaining framework, and those attempting to establish a cooperative inservice training relationship with nearby universities. Finally, the literature has burgeoned in at least one more vital area--that of sage advice from early practitioners that have learned the "do and don'ts" of staff development on the rough road of hard knocks

and wish to smooth the way for those that come after them.

In conclusion, though any review of the literature tends to be less than exciting, such work is imperative if we are not to repeat the errors of the past, painfully discover lessons already learned elsewhere, and end up with rather unproductive and abbreviated results. In short, a thorough knowledge of the literature can serve as a sound springboard to successful staff development.

- Terry H. Smith Wallace
Harrisburg Area Community College
Harrisburg, Pennsylvania
30 September 1979

COMMUNITY COLLEGE STAFF DEVELOPMENT
AN ANNOTATED BIBLIOGRAPHY

ERIC DOCUMENT (ED) numbers, CIJIE (EJ) numbers, and Dissertation Abstract order numbers are presented, whenever possible, to expedite the retrieval of information, especially of items not easily obtainable from other sources.

Alford, R. K. "The Opinions of Selected Alabama Junior College Faculty and Staff Concerning Staff Development Goals and Activities." Doctoral dissertation, Auburn University, 1976. Order No. 77-9924.

Discusses views of deans of instruction, division/department chairpersons and faculty of Alabama State junior colleges concerning the desirability, feasibility, applicability, and impact on student learning of selected staff development goals and activities. Findings suggest presence of three distinct factions of opinion in the three constituencies concerning staff development.

Alvarado, A. and E. Rinnander. "Sources and Information: Developing Staff Potential." New Directions for Community Colleges, 5 (Autumn 1977): 103-110.

A review of selected ERIC staff development literature resources (1) on preparing, organizing, and implementing programs; (2) on the role of graduate schools; (3) on developing administrators and other staff; and (4) on staff development in perspective.

Ancheta, B. Staff Development for Student Personnel Services in the Los Angeles Community College District. Nov. 1978. ED 161 488

Describes the program the District established to maximize utilization of existing resources for counseling and guidance, with a special emphasis on inservice training. Campus workshops, a district wide conference, and ten workshop programs based on a "Mini-U" format are some of the program elements reviewed. Programs touched on new clientele, informing students of available services, using paraprofessionals, and following up on drop-outs.

Anderson, L., and others. "Cognitive Growth During a Professional Education Training Program." Journal of Educational Research. 69 (Oct. 1975): 61-63.

Attempted to measure the effects of the cognitive growth for teaching assistants and faculty at the University of Missouri-Columbia by the Center for Education Improvement. Results indicate that faculty can "grow significantly in knowledge of teaching objectives, behaviors, skills and processes."

Atwell, C. A. and Sullins, W. "Cooperative Faculty Development." Community and Junior College Journal. 44 (November 1973): 32-33.

Identifies "the cooperative effort, on an equal partner basis, between the community college and the graduate training institution as a commonly lacking element in faculty development. Reviews a model of successful cooperation between two such institutions, New River Community College, in southwestern Virginia, and Virginia Polytechnic Institute and State University.

Bakker, G. R. and others. Professional Development of Faculty. Criteria for the Evaluation, Support, and Recognition of College Teachers. Number 4. Ann Arbor, Mich.: Michigan University, Center for Research on Learning and Teaching, March 1977. ED 138 207

Some examples are given of programs related to the above concerns undertaken by National Project III Fund Associates.

Barthlow, R. L. "Don't Overlook Classified Staff." Community and Junior College Journal 44 (November 1973): 34.

Stresses need for ongoing staff development program for administrators and classified staff, suggesting rationales and workshop topics.

Beaudoin, A. P. "A State Plan for Staff Development." Community College Frontiers 2 (Winter 1974): 28-30.

Notes need for state leadership in "initiating and implementing well-financed staff development programs." Working from the Florida model, he suggests and discusses three major considerations in creating a statewide plan: the development of enabling legislation, the organization of specific task forces to formulate general state requirements for staff development plans, and the establishment of a framework enabling each college to begin a program designed to meet its particular mission.

Behm, R. and others. Accentuating the Professional Role of Part-Time Faculty. ED 143 401

Describes a model for part-time faculty development with administrative and financial support, direct communication lines between part-time and full-time faculty, a resource book, workshops, and a lead instructor system.

Bender, L. W. and Hammons, J. O. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal 43 (October 1972): 20-22.

Notes the significance and advantages of adjunct faculty to the community-junior college and stresses their need for orientation and in-service education.

Berbert, D. G. "Urban Diary: Kansas City." Junior College Journal 41 (May 1971): 18-22.

Describes a one-week sensitivity-type seminar in Kansas City to develop a greater awareness and empathic feeling in faculty members, chiefly white, about the environments; attitudes; and social and economic problems of students from different racial, ethnic, and counter-culture minority groups. Details on activities and faculty response.

Bergquist, W. H. and S. R. Phillips. A Handbook for Faculty Development, Volumes 1 and 2. Washington, D. C.: Council for the Advancement of Small Colleges, Jan. 1977. ED 148 204

The handbook reflects diverse approaches to faculty development gained through direct contact with more than 200 colleges and universities. It contains theoretical background and exercises, instruments, and handouts on such topics as models for faculty development, faculty motivation, portfolio evaluation, instructional development, course design, organizational and personal development, leadership, interpersonal skills, life planning, values clarification, program development and evaluation, the community development approach, and the evaluation of faculty development programs.

Bloom, T. K. "A Descriptive Analysis of Current In-Service Practices of Occupational Instructors in the Illinois Community Colleges." Doctoral dissertation, University of Illinois at Urbana-Champaign, 1973. Order No. 74-12,269

Attempted to identify the staff development activities instructors participated in, and the variables that may correlate with the level of participation. The most used activities were reading journals, meeting other occupational instructors, observing employees working in occupational setting, and attending staff meetings. Level of educational attainment, years of experience, and perceptions of administrative support for inservice participation appeared to be those variables related to differences in inservice participation.

Bogart, Q., ed. Proceedings: The Third College Conference. April 15-16, 1971. Arizona State University. Tempe: Arizona State University Bureau of Educational Research and Services, 1971. ED 065 125

Central conference concerns were the forecasting of instructional needs, the types of preservice training programs required to meet those needs, and the selection of desirable instructional competencies.

Bogart, Q. J. and E. A. Elson. "Role of the University in Community College Inservice Education." Community/Junior College Research Quarterly, 1 (April-June 1977): 219-230.

Surveys opinions of community college leaders and university professors involved in community college education to determine the current status of community college inservice education, and

the role of the university in that activity. Makes recommendations for better inservice training and university participation.

Bolden, O. L. Professional, Personal, and Staff Development Report of St. Louis Community College at Forest Park, August, 1976. ED 129 349

Describes a systematic attempt at one college to assess staff development needs.

Bowers, S. G. "An Examination of Staff Development Pursuits and Professionalism of Full-Time Faculty in Four Community Colleges in Northwestern Illinois." Doctoral dissertation, Northern Illinois University, 1978. Order No.: 7902439

Found no significant relationship between the following variables affecting the faculty's participation in staff development activities: sex, age, marital status, family size, educational attainment, distance to higher education, teaching experience, and faculty status. Only teaching specialty proved to be a major variable in participation.

Buhl, L. C. and A. Greenfield. "Contracting for Professional Development in Academe." Educational Record 56 (Spring 1975): 111-121.

Discusses coordinating individual professional development with organizational development. Stresses the chairperson's responsibility and reviews in detail guidelines for the use of professional development contracts developed with the principles of Management by Objectives (MBO) in establishing this coordination.

Bushnell, D. S. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973.

"By tapping the views of trustees, community leaders, faculty members, key administrators, and students; by assessing current population and economic trends; and by drawing upon other research efforts," the author "hoped to identify and analyze forces influencing the future direction of community and junior colleges." Discrepancies between desired goals and present reality are delineated and strategies for "systematically achieving greater harmony between goals and current practices" are suggested.

Campbell, G. "Professional Development in Canadian Colleges: A National Perspective." New Directions for Community Colleges, 19 (Autumn 1977): 19-33.

Describes the context of Canadian higher education as background for issues involved in staff development and then reviews initiatives under way as they concern community college-university relations. Discusses Canadian professional development needs and proposes a national professional development center.

Centra, J. A. Faculty Development Practices in U. S. Colleges and Universities. Princeton, N. J.: Educational Testing Service, 1976. PR-76-30.

Results of a major survey of practices at 756 colleges and universities. Practices and types of programs are discussed in four major areas: (1) workshops and seminars; (2) analysis or assessment of instruction; (3) activities involving audio-visual aids, technology, or course development; and (4) institution-wide practices like sabbaticals and teaching awards.

Centra, J. A. "Renewing and Evaluating Teaching." New Directions for Higher Education, Vol. 5, No. 1 (Spring 1977).

Centra's "Faculty Development Practices" (a thumbnail sketch of his major survey of faculty development practices in the U. S.) and Wergin's "Evaluating Faculty Development Programs" (on criteria for evaluating program effectiveness) may be of interest.

Chan, B. "Branching Out: The Staff Development Program at Parkland College." Community College Frontiers 2 (Winter 1974): 21-25.

Describes a carefully structured staff development model that originated in faculty interests and is administered by faculty. Reviews the inception of the program, its philosophy, structure, content, and evaluation. Stresses instructional growth, not deficiency; individual responsibility for staff development, not administrative fiat; voluntary participation, program flexibility, and nonpunitive evaluation, instead of the opposite. Notes plans to include part-time and classified staff in second year of operation.

Chavez, J. Summary of Results: Staff Development Survey. Washington, D. C.: American Association of Community and Junior Colleges, 1973.

This survey is a continuation of AACJC's attempt, which began with its survey of community and junior college administrators in 1969, to determine the staff development needs of community and junior colleges nationally. The present survey sought up-to-date information about the staff development needs of community and junior colleges, about their current in-service programs, and about the role that AACJC should play in providing further assistance to meet staff development needs. Chiefly intended as an information gathering effort, rather than one that would lead to an in-depth study. Results from 697 institutions.

Christensen, F. A. "Staff Development: Perceptions of Faculty and Administrators at Selected Community Colleges in Illinois." Doctoral dissertation, Nova University, 1975.

Indicated no significant differences between faculty and administrators concerning faculty development needs and incentive systems. Significant differences were found in perceptions of institutional climate and values for staff development (which administrators saw as unimaginative, dull, repetitive).

Chronister, J. L. In-Service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution. University of Virginia Press, 1970. (ED 044 093)

Briefly examines important philosophical, curricular, procedural, resource, and instructional problems and considerations that must be taken into account when the two-year college requires cooperation of graduate institutions in in-service programs.

Clampitt, J., Ed. New Responses to New Problems Facing the Rural Community College. Proceedings of the Annual Workshop, Southeastern Community College Leadership Program (16th, Tallahassee, Florida, March 12-14, 1975). Tallahassee, Florida: Florida State University, Center for State and Regional Leadership, 1975, ED 110 441

Workshop dealt with the potential role of the rural community college in improving rural life. The proceedings related to staff development are: "Staff Development for the Rural Community College," "Some Practical and Philosophical Considerations for Utilizing Faculty at the Rural Community College," "Techniques for Fostering Change."

Claxton, C. S. "Comprehensive Staff Development Programs: Implications for the office of Institutional Research and Planning." Community/Junior College Research Quarterly, 1 (July-Sept. 1977): 397-408.

Describes a model of integrated, comprehensive staff development which involves staff, instructional, organizational, and personal development, and has major implications for the Office of Institutional Research and Planning (OIRP). Identifies three areas in which the OIRP can serve as a major resource: (1) needs assessment, (2) goal setting, (3) evaluation.

Claxton, C. S. "Inservice Education of Florida Community College Trustees." Doctoral dissertation, The Florida State University, 1972. Order No. 73-10,323.

Solicited the opinions of the Florida State Junior College Council, the presidents of Florida community colleges, and their trustees to ascertain the inservice education needs of trustees and ways these needs might be met. Found marked differences between the trustees and the other two groups on trustee inservice needs -- the former believing they had very few. Makes specific, practical recommendations for inservice programs.

Cohen, A. "Towards A Professional Faculty." New Directions for Community Colleges 1 (Spring 1973): 101-17

Examines the current status of community college teaching and suggests further professionalization, not along traditional departmental lines, but around the discipline of instruction.

Coleman, R. B. Deans of Instruction and Faculty Development in Four Small Rural Junior Colleges in Texas. ED 133 037

Opinions of faculty and deans regarding faculty development procedures, e.g., inservice workshops, consultant utilization, faculty evaluation, exchange programs, recognition, and community involvement.

Colman, C. H. "Organization and Administration of an In-Service Program for Public Junior Colleges." Doctoral dissertation, University of Nebraska, 1968. Order No. 69-9619

Aimed to identify a number of common criteria and procedures utilized by selected public junior colleges for organization and administration of in-service training programs for teachers. Includes a pilot study of eight junior colleges in Kansas, Nebraska, and Iowa and a national survey of public junior colleges. Discovered inadequate programs, poor funding, and weak support; made recommendations for overcoming these problems.

"Community College Faculty Development." A brief prepared for the AACJC 1973 assembly, "New Staff for New Students," November 29-December 1, 1973. Mimeographed. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1973.

An annotated bibliography compiled for the 1973 AACJC Assembly on Staff Development. Covers selected items related to teacher preparation programs and preservice and in-service education. Emphasizes special and different types of programs that have been proposed or are in preparation. Can be used as a supplement to the present bibliography.

Community and Junior College Instruction: Texas, 1975-76. The Fifth Annual Report to the Texas Association of Junior College Instructional Administrators by the Research Committee. Texas Association of Junior College Instructional Administrators, June 1976. ED 125 696

A compilation of six papers. One describes the creation and operation of the Gulf Coast Intercollegiate Conference to promote academic and recreational interaction for students. A second reports on a study designed to identify the role of deans of instruction in faculty development at small rural two-year institutions. The third reports on a Delphi-technique study aimed at evaluating the effectiveness of certain inservice techniques like microteaching. The last three papers discuss topics not as directly related to staff development: life change and reading achievements as predictors of student success, the impact of tax support on the quality of district programs, and faculty attitudes necessary for successful junior/community college teaching.

Comprehensive Staff Development Planning Model. Raleigh, N. C.: North Carolina State Department of Community Colleges. ED 139 466

"Describes a flexible, four component model for designing and implementing comprehensive staff development programs in North Carolina community colleges and technical institutes." The four components are a staff development committee to coordinate, implement, evaluate the program; specialty committees to identify required competencies and assess needs; a core committee to consolidate identified needs and activities; and an institutional review committee to assure compliance with local and/or external standards.

Connors State College. Program to Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region. Warner, Oklahoma, 1972. ED 069 616

Reviews an in-service program to train instructors in program objectives and educational needs. Notes on participants, activities, and evaluation.

Cooper, J. D. Professional Development Plan, Lansing Community College, 1976-1977. Lansing, Mich.: Lansing Community College, September 1976. ED 140 923

Details the processes of needs assessment, rationale for professional development, identification of potential programs, and proposals for their implementation and evaluation.

Cooper, J. D. and D. Smole... Professional Development Plan, Lansing Community College, 1977-78. Lansing, Mich.: Lansing Community College, Sept. 1977. ED 145 920

Describes goals of program, program proposals, plans for the professional development laboratory and office and the college's various instructional divisions. Gives detailed results of a professional development needs assessment. The survey instrument and an outline of planning procedures are appended.

Coward, T. B. and others. Professional Development in Higher Education. Chicago, Ill.: Advanced Institutional Development Program Two-Year College Consortium, Central YMCA Community College, 1978. ED 164 018

Contains (1) an overview of essential staff development program elements; (2) needs assessment survey forms for administrators, faculty, and classified staff; (3) a description of the development of the classified staff development program at Seattle Community College; (4) the rationale for and application of faculty growth contracts; (5) a discussion of evaluation as a staff development tool; (6) tips for planning 2 and 3 day inservice workshops.

Cox, D. W. "Creating a Caring Community." New Directions for Community Colleges, 19 (Autumn 1977): 47-59.

Concerns developing a climate for staff growth and instructional development, a "caring community." Describes activities at Broward Community College, North Campus (FL) directed toward fostering such a climate and makes recommendations for other institutions endeavoring to do the same.

Cray, J. E. "An Appraisal of Inservice Programs for Teaching Faculties in Selected Public Urban Community Colleges." Doctoral dissertation, Washington State University, 1973. Order No. 74-4138.

Surveyed the attitudes of faculty in 13 urban public community colleges in Washington State towards participation in staff development. Found definite negative attitudes towards inservice education. Faculty involved in inservice activity generally preferred credit course work. Contains a number of significant observations on faculty preferences for staff development on the philosophy and goals of the community college, on instructional skills, subject matter competencies, students, human relations and minorities.

Cray, J. E. "How Do You Feel About In-Service Education?" Community and Junior College Journal 44 (November 1973): 28-29.

Report on a study made in April-May 1973 in 13 public community colleges in the state of Washington to assess the number of faculty who participated in in-service training, the types of training in which they were involved, and the attitudes of those faculty members toward different types of in-service programs.

Culbertson, W. N. C. "A Conceptual Model for In-Service Education for Community College and Technical Institute Occupational Instructors Who Have Not Participated in Traditional Teacher Education Programs." Doctoral dissertation, The University of North Carolina at Greensboro, 1975. Order No. 75-23,139.

Besides developing the conceptual model, this study also aimed at identifying the roles instructors and leaders perform or are expected to perform and to delineate the similar roles they performed. Concludes that traditional teacher education programs fail to focus on andragogy and thus are not appropriate models for 2-year college occupational instructors. Suggests a model for inservice training which incorporates andragogical concepts.

Davis, G. L. "A Study of the Competencies and Training Needed by Community Services Personnel as Perceived by Selected Staff Members in Florida's Public Community Colleges." Doctoral dissertation, The Florida State University, 1977. Order No. 7801471.

Delineates a "basic core of competencies" needed by personnel to carry on their functions. Found important similarities and differences between training needs of three constituencies: community services directors, staff, and teachers. The results of this study

appear valuable in anticipating the problems inherent in planning activities for such personnel.

Dean, K. S. "In-Service Workshop for Community College Teachers." Community College Frontiers 2 (Winter 1974): 26-27.

Discusses an attempt to improve instructional skills at Paducah Community College (Kentucky) through a two-week, voluntary in-service seminar-workshop in cooperation with Murray State University. Describes basic commitments of participants, the seminar-workshop format, its components and results. Suggests guidelines for continuous seminar-workshops at other institutions.

Dehart, A. R. "The Continuing Education of Administrators." New Directions for Community Colleges, 19 (Autumn 1977): 1-10.

Discusses the comprehensive management development program at De Anza College in Cupertino, California. The program's history, program principles and organization, activities, costs, and future are described.

DeNevi, D. "Rereading Teachers the Hard Way." Junior College Journal 40 (April 1970): 6-9.

Describes a summer institute for community college teachers of the disadvantaged. The program sought to develop a greater sensitivity in the participants to the educational and human needs of the disadvantaged by establishing a one-to-one working relationship with youth of the inner city.

Devore, P. W. Variables Affecting Change in In-Service Education, Morgantown: West Virginia University, 1971. ED 070 764

Attempts to identify variables affecting change through in-service education. Discussion centers on elementary and secondary education, but many observations pertain to the junior college situation. Essentially a review of the literature over a twenty-year period. Finds case studies on strategies of change and the change process in bureaucratic structures applicable and valuable in supplying substantive observations that are lacking in educational research.

Elwood, W. F., Jr. The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty. Sanford, Fl.: Seminole Community College, 1976. ED 129 395

Focuses on the needs of occupational faculty, presenting a 15 hour program on the nature of the community college, the role of its instructors, teaching strategies, instructional aids, and evaluation and testing.

Faculty Development in a Time of Retrenchment. New Rochelle, N. H.: The Group for Human Development in Higher Education, 1974.

A major work dealing with the effects on staff development of one of the major trends of the mid-1970s. Chiefly oriented to the university and four-year college situations, although some of its observations may be applicable to community colleges. Discusses the increased need for faculty development due to the effects of retrenchment, the kinds of reform required, teacher training, possible in-service programs, the role of experts and consultants, evaluation, national resources, and intellectual mobility as opposed to faculty mobility. Makes key strategy recommendations.

Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions of the Year 1969-1970. Washington, D.C.: AAJC Program with Developing Institutions, 1970. ED 052 773

Describes and evaluates the second year's work of the AAJC Program with Developing Institutions (the second year stressed faculty development and instructional improvement). Details are given on the program, its history, innovations, and progress.

Falk, C. F. "A Study of the In-Service Education and Supervision Needs of Community College Business Instructors in the State of Illinois." Doctoral dissertation, Northern Illinois University, 1975. Order No. 75-23,117.

Attempted to delineate the similarities and differences in perceptions among community college business instructors (both full-time and part-time) and their supervisors. The part-timer, in fact, was of special concern in the study. Found the three groups to have significantly different perceptions on the need for and importance of inservice education. Contains recommendations for use by community college administrators and university teacher-educators.

Federico, J. J. A Staff Development Model for Student Personnel Services. Schnecksville, Pa.: Lehigh County Community College, [n.d.] ED 097 944

Discusses the need for staff development as a means of personal and professional growth and describes a model for inservice education relevant to student personnel services.

Fletcher, L. "Take to the Road, Teacher!" Junior College Journal 37 (October 1966): 19-21.

Describes a Monterey Peninsula College Faculty Seminar funded by the Ford Foundation to gather information on coordinated pre-occupational programs and to observe distinctive instructional programs functioning "in the flesh." Discusses design, participants, program observations, and benefits.

Gaff, J., Editor. "Institutional Renewal through the Improvement of Teaching." New Directions for Higher Education, Vol. 6, No. 4 (1978).

Deals mainly with 4-year college and university concerns but this issue contains several articles of staff development interest to the 2-year practitioner: "Educational Development at a Moderate-Size University," "Teaching Improvement at a Small College," "Overcoming Faculty Resistance," "Involving Students in Faculty Development," "Evaluating the Outcomes," and "Faculty Development Yesterday, Today, and Tomorrow."

Gaff, J. G. Toward Faculty Development: Advances in Faculty, Instructional, and Organizational Development. San Francisco: Jossey-Bass, 1975.

This volume had three goals: "(1) to identify current college and university programs to improve the quality of teaching and learning; (2) to describe the range and variety of these programs, particularly the more promising ones, and to examine their organization, politics, financing, staff, and impact; and (3) to place the programs in the context of current trends in higher education, research on teaching and learning, and the experiences of individuals associated with different kinds of programs." Is generally an attempt to delineate 'the state of the art.' Strong on four-year staff development efforts; cursory on community college efforts. Contains a "List of Programs and Centers" (pp. 187-228), including some in two-year colleges, and a bibliography (pp. 229-238).

Garrison, R. Junior College Faculty: Issues and Problems. Washington, D.C.: American Association of Junior Colleges, 1967.

Section reviewing faculty attitudes on the subject of "Professional Refreshment and Upgrading" (pp. 38-46) relates to staff development.

Garrison, R. H. "A Mini-Manual on In-Service." Community and Junior College Journal 45 (June/July 1975): 18-20. EJ 118 012

Brief comments on matters relating to faculty professional development "meant to be practical and immediately useful suggestions for building sound, on-campus in-service programs." Discusses the position of inservice coordinators, the use of consultants, the administration's commitment, and planning.

Garrison, R. "1969 Seminar for Great Teachers; Preliminary Report on a National Experiment." Junior College Journal 40 (November 1969): 7-9.

Reports on participants, program, aims, and results of the first AAJC National Seminar for Great Teachers, a model for later regional and local seminars.

Gilley, J. W. and Tollefson, T. A. Products and Productivity: A Perspective on Learning. Durham, N. C.: National Laboratory for Higher Education, 1972. ED 069 268.

Reports on an in-service education program to train instructors in the "systems" approach to instruction at Wytheville Community College.

G[illegible]r, E. J., Jr. "Beyond the Open Door, the Open College." Community and Junior College Journal 45 (August-September 1974) 6-12.

Promotes a concept of the community college with more "emphasis on 'community' than 'college.'" Stresses the full import of the claim that the two-year institution should be devoted to "community-based, performance-oriented postsecondary education." Views staff development permanently important in preparing staff to meet the new demands of a true community-based institution. It sets the establishment of "a delivery vehicle for meeting the staff/institutional development demands in our field which is capable of operating without third-party financing by the end of the decade" as one of the major objectives of the community college movement.

_____. "Faculty Development Project." Junior College Journal 38 (April 1968): 7.

Outlines the AAJC's rapidly expanding Faculty Development Project initiated in early 1965 following the passage of the Education Professions Development Act and the receipt of a significant grant from the Carnegie Corporation.

Gollattscheck, J. F. "The Governing Board: Critical Policy Support." New Directions for Community Colleges, 6 (Spring 1978): 71-77.

Deals with Trustee staff development, its need and importance, the value of trustee visitation to other colleges, the value of continual trustee study of the home college, and the importance of providing feedback to the board from those who benefit from college programs.

Goodrich, Andrew L. "The Now Faculty and the New Student." Junior College Journal 41 (May 1971): 26-29.

Approaches the problem of meeting the needs of the "new students," especially ones from ethnic and racial minorities, through training faculty to a working awareness and new respect for different educational and cultural backgrounds. Lists problems and concerns, discusses minority awareness workshops sponsored by AACJC, and outlines the nature and value of inreach and outreach programs.

Grymes, Robert L., Jr. Staff Development for Adjunct Faculty. 1977. ED 148 409

Discusses key considerations for adjunct faculty development including the utilization of adjunct faculty input in designing programs, coordination and cooperation between full and part-time faculty, and variety in the forms and nature of activities.

Gustafson, K. L. "Improving Instructional Development: Faculty as Learners." Educational Technology, 15 (May 1975): 34-38.

Suggests that the general failure of faculty developers to make instructional development efforts pleasant and rewarding to faculty stems from the failure to apply the principles of learning and motivation to faculty inservice training. Presents a set of learning and motivation guidelines in preparing effective learning experiences for faculty.

Hammons, J. O. "How Effective are Short-Term Faculty Workshops?" Audio-visual Instruction 20 (December 1975): 26-27.

A series of practical recommendations the author suggests as "food for thought" for planners of faculty development workshops.

Hammons, J. O. "Instructional Change: Some Predictions." New Directions for Community Colleges, 17 (Spring 1977): 75-80.

Educated "guestimates" on the growth of instructional change by 1987, especially the systems approach to instruction, the use of individualized instruction, programmed learning, the use of simulations and games, computer managed instruction, group-oriented media, mastery learning, attention to the affective domain, etc.

Hammons, J. O., ed. Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974. University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Contents include important practical observations by Walter Hunter on "Determining Staff Development Needs"; James O. Hammons and Terry H. Wallace on "Questions and Issues in Planning Staff Development Programs"; William Toombs on "Techniques for Evaluating Staff Development Programs"; and Harlan Douglas on "The Use of Consultants." Descriptions of successful staff development programs at Burlington County College (NJ), Central Piedmont Community College (NC), and Lake City Community College (Fla.) are included along with the results of simulation exercises in designing staff development programs.

Hammons, J. O. and S. Jaggard. "Faculty Fellowships: Catalysts for Instructional Change." Community College Frontiers, 4 (Summer 1976): 20-23.

Describes Burlington County College's faculty fellowship program detailing its history, funding, granting process, results, and ancillary benefits beyond success in fostering instructional improvement.

Hammons, J. O. and T. H. Wallace. An Assessment of Community College Staff Development Needs in the Northeastern United States. University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1976.

A major research report aimed at a comprehensive assessment of the inservice needs of two-year colleges in the northeastern United States. Also attempted to measure differences in staff development needs at public and private institutions and at

colleges of different sizes. Results from 186 institutions indicated major staff development needs related to the unique role of the community college, to instruction, and to administration. Considerations regarding staff development (like site and time preference, cost and availability) receive attention.

Hammons, J. O. and T. H. S. Wallace. "Planning for Staff Development." Community College Frontiers 3 (Spring 1974): 38-43.

Raises some major practical questions and issues which should be considered by personnel responsible for staff development prior to initiating faculty in-service programs. The questions and issues addressed include responsibility for planning, identification of staff development needs, staff participation, program flexibility, scheduling, instructional techniques, funding and support.

Hammons, J. O. and T. H. S. Wallace. "Sixteen Ways to Kill a College Faculty Development Program." Educational Technology 16 (December 1976): 16-20.

Presents sixteen negative postulates those involved in designing and implementing faculty development should try to avoid. A practical article applicable to both two-year and four-year college programs.

Hammons, J. O. and T. H. S. Wallace. "Staff Development Needs of Public Community College Department/Division Chairpersons." Community/Junior College Research Quarterly, 2 (Oct.-Dec. 1977): 55-76.

Reports the results of a national survey of approximately 1100 public community college department/division chairpersons. Delineates the present state of preservice and inservice training of chairpersons and the scope of self-improvement activities undertaken by chairpersons. Results indicate major chairperson training needs in knowledge of the community college, management, personnel, administration, curriculum and instruction, and student personnel services. Respondents also noted under what conditions they prefer inservice education, includes time configurations, location, credit for attendance.

Hammons, J. O. and W. Hunter. "Using Consultants to Improve Instruction." New Directions for Community Colleges, 17 (Spring 1977): 37-43.

Describes effective ways to use consultants as planners, timers, catalysts, salespersons, trainers, managers, troubleshooters, and evaluators in the change process. A practical "how to" article by two consultants who have assisted more than 300 community colleges.

Handleman, C. Opinions of Selected Faculty Members on Curriculum and Instruction at Five South Florida Community Colleges. Doctoral

dissertation, Nova University, 1975.

Surveyed the attitudes of social science and English/foreign language instructors at five Florida community colleges regarding innovative curricula and instruction. Three-quarters indicated the rate of innovation should be reduced, that new formats should be required to prove themselves before wholesale adoption, and that more uniform policies were needed to prevent the erosion of academic standards.

Hardner, R. J. and Pratton, D. L. "Curriculum Reform Through Behavioral Objectives: Report of an In-Service Project at Columbia Basin College." Junior College Journal 41 (October 1970): 12-16.

Describes the goals, methodology, results, and recommendations of the in-service program of Columbia Basin Community College, a program which aimed to reform the college's curriculum through the implementation of behavioral objectives.

Harris, D. A. and M. H. Parsons. Adjunct Faculty: A Working System of Development. Hagerstown, Md.: Hagerstown Junior College, Dec. 1975. ED 115 318

Reports on an adjunct faculty development program initiated in 1972 and based on a systems model. Aimed at familiarizing adjunct staff with college procedures, ensuring quality instruction, and establishing communication between part-time and full-time faculty.

Hodgkinson, H. L. "Adult Development: Implications for Faculty and Administrators." Educational Record 55 (Fall 1974):263-74.

Attempts to apply recent thinking on adult developmental patterns to faculty and administrators. Important considerations for understanding and motivating faculty and administrative response to, and participation in, staff development programs.

Hoem, E. "Professional Development Program You Can Afford." Community and Junior College Journal 45 (May 75): 32-34.

Discusses the low cost Mt. Hood Community College (Oregon) professional development leave program. While the program costs only $20,000 a year (1/4 % of operating budget), nearly one-third of its faculty were able to utilize funds. The leave program stresses the improvement of teaching and curriculum and is different from the university-style sabbatical and the high school system of accumulating graduate credit.

Hoffman, C. American Historical Association Faculty Development Program: Planning and Implementation. December, 1975. ED 120 041

Discusses the planning and implementation of the Long Island Faculty Development Program sponsored by the American Historical Association's Faculty Development Program to improve history instruction at universities, colleges, and two-year institutions. Describes program's aims, design, strategies, and lessons learned from this pilot experiment.

Holt, D.A. Faculty Inservice Training Program: Evaluation. College Park, Md.: Maryland University, 1975. ED 118 836

Presents an evaluation of a successful staff development program of the Maryland Community Services/Continuing Education Project (CS/CE) designed to acquaint community college instructors with the principles of andragogy. Discusses project background, design, evaluation, and the issues it revealed. Over one-half of the document consists of appended material, like a description of the CS/CE project, workshop materials, and evaluation instrument.

Hunter, J. C. "Another Approach to Staff Development: Employees Can Be Students, Too, With In-Service Training." College and University Business 56 (February 1974): 35.

Briefly reports on Appalachian State University's model in-service training program for classified staff designed to improve staff morale, human relations, and job efficiency at all levels. The origin of the program, its rationale, coordination, and curriculums are discussed.

Hunter, W. E. and E. Beyen. "Administrators Versus Teachers: Their Perceived Differences and Similarities Regarding Staff Development Needs Within Two-Year Colleges." Community/Junior College Research Quarterly, 3 (April-June, 1979): 239-249.

An attempt to follow the perceptions of mid-America community college educators from 1974-1977. Found important differences between faculty perceived needs and those administrators felt important: administrators were more concerned about staff development for external survival, instructors for survival within the institution.

Hyslop, D. J. "A Study of Inservice Education at Selected California Community Colleges in Relation to Institutional Needs and Posture." Doctoral dissertation, Michigan State University, 1974. Order No. 74-19,820.

Attempted to determine the criteria for effective community college staff development. Found organizational support to be the most significant variable in the design and implementation of a staff development program. Such support is most effective when it is in the forms of: organization policies; specific job authority

and responsibility; coordination, communication, and sponsorship of staff development activities; and support by providing both intrinsic and extrinsic incentives for faculty participation.

In-Service Training for Administrators, Faculty, and Students of a Developing Community College: Director's Evaluation. Estherville: Iowa Lakes Community College, 1971. ED 070 761

Reports on an in-service program for administrators, faculty, and students which stressed innovations in teaching methods and a study of technical media.

In-Service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators. Washington, D.C.: American Association of Junior Colleges, 1969. ED 034 519

Constitutes the first major national AAJC survey that provided information on continuing or refresher studies related to the work of current faculty and staff at American community colleges. Delineated major areas of training demands, reviewed the supply of available training to meet those demands, and exposed significant deficiencies in the in-service training supply picture.

Instructional Development: Summary Report. Palatine, Illinois: William Rainey Harper College, 1973. ED 089 653

Describes the Instructional Development Project at William Rainey Harper College from 1970 to 1973, noting objectives, participants, cost, results, and recommendations.

Jabker, E. H. and R. S. Halinski. "Instructional Development and Faculty Rewards." Journal of Higher Education, 49 (1978): 316-328.

A study of the formal and informal rewards systems at Illinois State University, the Instructional Development Program which has provided financial assistance to nearly 400 faculty for the improvement of instruction. The data suggests that the fate of such programs is contingent on an effective reward system.

Johnson, G. R. "Delphi-Process Evaluation of the Effectiveness of Selected In-Service Training Techniques to Improve Community/Junior College Instruction." Community/Junior College Research Quarterly, 1 (Oct.-Dec. 1976): 51-57.

This study attempted to identify teaching modalities and inservice activities which junior college instructors consider promising for increasing both student learning and teaching effectiveness.

Johnson, G. R. and L. Schmedemann. Improving Junior and Community College Instruction. 1975. ED 112 964

Describes a six week institute at Texas A & M University for two-year college instructors. Proposed to improve teaching through micro-teaching experiences, and activities in test construction, instructional objectives, simulation, audio-tutorial programs and small group discussions.

Johnson, G. R. "Teacher Preparation for Community/Junior Colleges." Community/Junior College Research Quarterly, 1 (April-June, 1977): 249-257.

A survey of key Texas community college administrators to obtain data for a better program of 2-year college teacher preparation. Specific teacher preparation topics, internships, intern salaries, and the number of graduate hours one should have in a discipline in order to teach it receive investigation. Significant support for an internship program was found.

Jones, R. L. "An Analysis of Inservice Instructional-Improvement Activities in Large California Community Colleges." Doctoral dissertation, University of California, Los Angeles, 1972. Order No. 72-25,786.

Studied the methods and means by which instructors in large California community colleges improve their instructional capabilities. Specifically attempted to determine differences in frequency of participation among varying groups of respondents, to determine which instructional-improvement activities appeared to be successful or unsuccessful, to compare the results with generally accepted guidelines for inservice education, and to make recommendations for increasing the effectiveness of in-service activities.

Jones, V. B. "Administrative and Faculty Perceptions of Staff Development Needs in the Los Angeles Community College District." Doctoral dissertation, University of Southern California, 1978. Order No.: Write Micrographics Dept., Doheny Library, USC, Los Angeles, CA 90007.

Aimed to ascertain needs and activities considered important to fulfill those needs. A strong demand for staff development was voiced by both constituencies. Makes several recommendations to fulfill the needs thus identified.

Justice, P. K. Staff Development in the Community College - The Contributions which a Speech-Communication Instructor can Make - a Discussion Paper. San Francisco, November 1976. ED 130 355

Suggestions on the role of the instructor related to staff development for administrative, classified, and instructional personnel.

Justice, P. K. "The Staff Development Needs of Full-Time Instructional Faculty as Reported by Professional Staff Members in Oregon Community Colleges." Doctoral dissertation, Oregon State University, 1979. Order No.: 7916641

The study proposed (1) to determine if administrators and faculty agree upon staff development needs (they did not, the former seeing more need than the latter); (2) to see if educational background and community college teaching experience affect reported needs of vocational technical instructors (more experience, fewer perceived needs); (3) to see if vo-tech and lower division transfer program instructors with similar background and experience had similar needs (there were significanct differences).

Kastner, H. H., Jr. "The Florida Plan for Trustee Orientation." Community and Junior College Journal 46 (October 1975): 26-27.

Presents a model for state and regional inservice training for community college trustees. Discusses the annual workshops developed by the Division of Community Colleges of the Florida State Department of Education to orient new trustees. Describes the development of the program's structure, the identification of its content, and the establishment of successful training techniques.

Kastner, H. H. "A System-Wide Approach." Community and Junior College Journal 44 (November 1973): 14-15.

Review of the model Florida Staff and Program Development effort (which allocated 3 percent of the state's community college appropriation to staff development after six years of operation. Makes state level recommendations about its mechanics.

Keim, W. A. "Staffing: Where and How." New Directions for Community Colleges. 21 (Spring 1978): 13-18.

Describes the problems of finding and training teachers for community-based education. Special attention is given to a training/development program, the role of the program manager/staff developers, and the nature of the development activities themselves.

Kennedy, J. R. "A Description of the Perceptions of Faculties and Administrators Toward the Development of Faculty Inservice Training Within the Public Community-Junior Colleges in Alabama." Doctoral dissertation, The Florida State University, 1976. Order No. 76-29-453

Sought to determine the perceptions of faculty and administrators on the level of importance given the goals and outcomes of in-service education as well as the level of importance that should be given to it. Found the goals and outcomes of faculty development not receiving enough attention according to both administrators and faculty. Further, administrators wanted additional stress on staff development directed toward institutional rather than personal goals. Faculty wanted inservice emphasis on teaching competencies.

Kilpatrick, G. In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges. El Camino, Calif.: El Camino College, 1967. ED 020 721

Categorizes in-service education by goals; examines various techniques to meet those goals; and discusses barriers to, and supplies recommendations for, establishing a program of in-service education. Suggests a change in focus for in-service education, from the elimination of preservice deficiencies to growth problems facing faculty on the job.

Koile, E. A. and Gallessich, J. "A New Edge on Education: The Dallas Human Relations Lab." Junior College Journal 41 (March 1971): 31-37.

Describes in detail the experiences of El Centro Community College in the Dallas Community-Junior College district with human relations laboratories. Discusses the design of the program, its content, results, and evaluation.

Kozoll, C. E. and others. Staff and Organization Development. An Analysis of Their Interaction in a Community College and Resulting Changes. April 1978. ED 152 989

Describes the growth of staff development programs for 500 part-time faculty at three community colleges. Based on a needs assessment and input from university consultants, the programs which evolved all utilized a person clearly designated with staff development program responsibilities and each tapped an advisory committee of part-time faculty for input. Program outcomes are also described.

Kruk, L. B., Jr. "A Study of Florida Public Junior College Technical Educators' Perceptions of Selected Professional and Technical In-Service Education Activities." Doctoral dissertation, Temple University, 1974. Order No. 75-28,123.

Studied perception of technical education teachers and supervisors concerning staff development activities. Found both were willing to participate in a significant number of inservice activities. Also studies the influence of certain variables (e.g., age, academic preparation, etc.) on perceptions of inservice education, and the opinions of instructors and supervisors as to the adequacy of present staff development activities.

La Clair, C. H. "In-Service Policies and Practices in North Central Association Community Colleges." Doctoral dissertation. The University of Arizona, 1976. Order No. 76-21,442.

Attempted to identify the purpose of faculty development, the activities used to attain those purposes, and those used to evaluate that attainment at 78 randomly selected community colleges in the North Central Accrediting Region. Found that nearly half the respondents had no faculty development programs and that there existed a major need to upgrade program evaluations.

Lavrakas, L. "A Case for Staff Development in the California Community College System." Doctoral dissertation, Claremont Graduate School, 1977. Order No. 77-16,926

Investigated the reasons behind "The failure of community colleges to respond to the call for concerted and organized effort to support... the staff development program proposed by the 1973 Assembly of the American Association of Community and Junior College (AACJC)." Reviews the relative influence of the following forces in contributing to the "failure": tradition, awareness, money, time, organizational climate, reward system, formal system.

Lefforge, O. S. In-Service Training as an Instrument for Change. Gainesville: University of Florida Institute of Higher Education, 1971. ED 055 577

Presents a plan for community college instructional improvement utilizing in-service education as the instrument of change. Stresses the need to evaluate the results of in-service education in increasing student learning against the input into the program. A major contribution of the work is its list of performance objectives for in-service programs.

Long, E. J., Jr. "Analysis of Professional Development Needs of Part-Time Continuing Education Instructors at St. Petersburg Junior College." Doctoral dissertation, Nova University, 1978. ED 162 678

Aimed at determining the characteristics of continuing education instructors, their professional development interests, and attitudes toward the college. The survey questionnaire is included in this document.

Luke, R. A. "Collective Bargaining and Inservice Education." Phi Delta Kappan 57 (March 1976): 468-470.

An article by the professional associate for instruction and professional development, National Education Association. Suggests alternatives for action on negotiating inservice education provisions in agreements, policy guidelines, and options for the administration of the program. While the article is directed at public school teachers, some of its material may be equally relevant to two-year college negotiations.

Management Organization Systems Technique: A Management System for Higher Education. Detroit, Mich.: Wayne County Community College, 1976-1978.

A series of publications describing the principles, purposes, and applications of the Management Organization Systems Technique (MOST), an eclectic management system precisely integrating five subsystems (noted below) to function as an administrative combine. The publications are: MOST: An Introduction, ED 134 274; MOST: The Planning Function, ED 134 275; MOST: The Information System, ED 157 596; MOST: The Evaluation Sub-System, ED 157 597; MOST: Staffing and Staff Development, ED 157 598; MOST: Instruction, ED 157 599. The staffing and staff development report describes a vigorous,

institution-wide system to optimize staff performance and enhance opportunities for professional growth.

Martin, W. B. "Faculty Development as Human Development." Liberal Education, Vol. 61. No. 2 (May 1975): pp. 187-196.

A "think piece" article: a discussion of the philosophical bases of faculty development.

Martorana, S. V. (Editor) and others. Graduate Education and Community Colleges: Cooperative Approaches to Community College Staff Development. Technical Report No. 5. Washington, D. C.: National Board on Graduate Education, Aug. 1975. ED 111 479

Lengthy report on a conference sponsored by the National Board on Graduate Education to assess the need for improved graduate programs for present and future community college teachers. Issues raised were current trends in two-year colleges need for staff development, responses to those needs, and perspectives of graduate faculty, deans, and schools of education. Practical questions on how to develop, administer, and finance inservice programs were not answered.

Martorana, S. V. and others. "Toward Improving the Learning Process." Community and Junior College Journal 44 (August 1973): 56-57.

Describes a statewide model for improving instruction developed by New York with EDPA assistance. Promoting increased opportunities for two-year college faculty in-service education is an integral part of the program.

Mayo, C. D. and C. S. Claxton. Conference Report: Improving College Teaching. Memphis, Tenn.: Memphis State University, 1978. ED 157 494

Session descriptions include the topic of faculty development, instructional improvement in the community college, with emphasis on developmental education, individualizing instruction in various disciplines, experiential learning, learning styles, etc.

McCall, M. B. "A Comparison of Staff Development Programs in Two-Year Colleges with and without Formalized Staff Development Plans." Doctoral dissertation, Virginia Polytechnic Institute and State University, 1977. University Microfilms order No. 77-20,255.

"The results of this study will enable the reader to determine what public community, junior and technical colleges are doing nationwide in terms of staff development, particularly in budget and finance of staff development, administration of staff development, specific areas of staff development and the evaluation of on-going staff development programs." (Baxter)

McCarter, W. R. and C. E. Grigsby. Staff Development: A Community College Plan. Whiteville, N. C.: Southeastern Community College. ED 129 359

Describes the rationale, development, and implementation of a coordinated college-wide staff development plan devised with faculty and staff input.

McClain, R. "The Creation of a Plan for a Statewide Consortium for Delivering Staff Development Activities to Community College Personnel." Doctoral dissertation, Memphis State University, 1977. Order No.: 77-28,795.

A survey of the higher education departments of fifty states to determine if there was a statewide community college staff development program utilizing the consortium as a delivery system. Only 5 states indicated the existence of such a plan; only 1 (New Jersey) used the consortium approach. Delineates the purpose, objectives and structure for such a consortium for the state of Tennessee.

McDermott, R. A. "The Role of the Department Head in Staff Development in Selected Community Colleges as Perceived by Department Heads, Faculty, and Deans." Doctoral dissertation, Miami University, 1976. University Microfilms Order No. 77-12,992.

Suggests faculty and administration have different views concerning staff development as a function of the department head, the latter constituency giving it more importance. Marked definite uncertainty concerning chairperson's staff development role.

McLeod, N. and C. Trent. The Educational Development Officer - A New Staff Development Concept in the Community College and Technical Institute. Roxboro, N. C.: Piedmont Technical Institute, 1975. ED 140 017

Attempts to develop a clear, concise job tasks description through survey of EDO's in North Carolina.

McMullen, H. G. The Instructional Clinic and Staff Development: When Faculty Come From Behind the Classroom Door. ED 144 630

Describes the 4 year old voluntary, bi-weekly "Instructional Development Clinic" sessions to provide assistance to individual faculty members asking help on improving specific course practices at Lord Fairfax Community College (VA). Leadership is provided by the faculty with support services and administrative participation at faculty request.

McQuay, P. L. Vocational and Staff Development in the Community College. June 1976. ED 148 449

Describes the staff development plan of a primarily vocational-technical community college in Williamsport, PA. A needs survey of trustees, professional and classified staff is reviewed and program recommendations delineated. Recommendations touch on placement of responsibility for staff development; upgrading instructional skills; orientation of new, returning, and part-time faculty; research, renewal and self-development projects; and faculty exchange programs with other colleges.

"Microteaching: In-Service Training for Adult Educators." Adult Leadership 22 (November 1973): 179-81. EJ 085 629

Describes a teacher training and in-service education technique for providing a series of structured, critiqued training sessions in a short period of time. Outlines its utilization and evaluation at a secondary school adult education staff development conference in Massachusetts. Applicable to community college staff development efforts.

Miller, B. W. "Graduate Career Development Center for Community College Personnel." Audiovisual Instruction 19 (January 1974): 21

Briefly describes a program developed by the Tarrant County Junior College District and the Dallas Community College District for their staffs, whereby personnel can receive graduate training from any one of seven universities with minimal time spent in residence.

Mittler, M. L. and R. E. DoLan. Oakton Community College Staff Development Program. Morton Grove, Illinois: Oakton Community College, Nov. 1975. ED 114 142

Discusses the operation of the program (which has been responsible for over 44 staff development programs) begun in 1974 and coordinated by a faculty member. Appendices present the original program proposal, figures for each program modules, All College Workshop documents, and an evaluation of the 1974-75 effort. The program includes administrators and classified staff.

Mizell, A. P. "Getting Faculty Involved in Instructional Development." Educational Technology, 18 (June 1978): 40-42.

Describes the way the game of IDIOTS (Instructional Development in Ordinary Teaching Situations) was utilized at a one-day workshop on "Instructional Systems" at Howard Community College (MD). Suggests the game is a valuable instrument for motivating faculty interest in "systems."

Moe, J. "A Staff Development Model for Part-Time Instructors." New Directions for Community Colleges, 19 (Autumn 1977): 35-46

Reviews the results of a 1975 survey (of all community colleges

with a head count of more than 5000 students) concerning the availability of staff development activities for part-timers. Found frustrations over such activities and suggests an effective staff development model for part-time instructors based on the program of Eastfield College of the Dallas Community College District. Program development, planning, communication, implementation and evaluation receive attention.

Moore, D. M. and E. Huber. "The Inservice Teaching of Self-Instructional Techniques: The New River Community College Approach." Audiovisual Instruction. 20 (November 1975): 8-11.

Describes the development of an inservice program at New River Community College in Virginia to not only train faculty in the techniques of self instruction, but also serve as an example in itself. The result was a "how-to-do-it" self-instructional package for faculty use. The complete text of the package is available through ERIC and is referenced in the Oct. 1974 Research in Education.

A Negotiations Strategy for Inservice Education. Washington, D. C.: National Education Association, 1974. ED 118 557

A practical resource manual for generating negotiating proposals on inservice education in the public schools. Discusses the relationship of the inservice program to other bargaining priorities, the bargaining unit, and the objectives of the association. Notes general options that can be adoped in negotiating an inservice program and presents illustrative contract language.

Nelson, J. H. "Collective Bargaining: An Instrument for Staff Development." Community and Junior College Journal 43 (October 1972):27

Calls attention to collective bargaining as a potentially significant instrument for staff development. Advocates a shift in agreements from activities which are supposed to result in professional growth to behavioral changes or competencies acceptable as evidence of such growth.

New Emphasis: Making Staff Development Happen. Proceedings of the First Annual Staff Development Workshop, Asheville, North Carolina, April 24-25, 1975. ED 130 688

Presentations include "Staff Development - Why?" by Louis Bender; "Staff Development - The State of the Art" by W. Robert Sullins; "State Resources" by Hazel Small; "University Resources" by Lawrence Arney; "Federal Resources," by Louis Bender; and "Cooperative Staff Development Possibilities" by Leland Cooper; and other items.

New Learner: New Clientele. Faculty Development Program, 1976/77. Palatine, Ill.: William Rainey Harper College, 1976. ED 129 391

A handbook to WRHC's program. Describes special funding, speakers,

New Faculty Mentor and Development Programs, "new students," implications of adult development stages in higher education, and problems implementing open learning programs.

Nicholas, R. C. Staff Development: A Guide to Selected Sources of Information on Improving the Staff of Educational Institutions. Cupertino, Calif.: De Anza College Learning Center, May 1977. ED 140 444

Bibliography of 600 publications dealing with staff development education, many of them dealing with Elementary/Secondary Education. Lists only materials published from 1970 through 1976. No attempt is made to list articles dealing with particular subject matter areas.

Norell, K. "A 'Total Effect' Workshop: Resources and Results." College English 35 (November 1973): 190-93.

Describes one faculty member's positive reactions to a Total Effect Workshop stressing awareness of the total environment in which effective, real learning occurs. Suggests the value of matching a workshop's form to its content, of learning by doing.

Novak, C. R. and B. K. Barnes. "Florida and Illinois: Views on Staff Development." New Directions for Community Colleges,19 (Autumn 1977): 11-18.

An examination of how community college faculty and administrators in the 2 states perceive inservice professional development programs. Describes responses to major components of staff development: its purposes, outcomes, administration, formats, rewards and incentives, and evaluations.

Novak, C. R. "The Perceptions of Selected Community College Staff Toward Inservice Staff Development in Illinois Community Colleges." Doctoral dissertation--University of Illinois at Urbana-Champaign. Order No.: 75-11,665.

Attempted "to determine if differences in perceptions toward inservice faculty development programs existed between samples of administrators, division chairmen and faculty." A broad range of differences were found with administrators being far more positive about inservice training than the other 2 groups.

O'Banion, T. Organizing Staff Development Programs That Work. Washington, D. C.: AACJC, 1978. ED 164 023

Outlines guidelines for organizing a community college staff development program. Suggestions are made concerning needs assessment, program philosophy, organization, activities, incentives and rewards, funding, and evaluation.

_____. "Patterns of Staff Development. New Directions for Community Colleges 1 (Spring 1973): 9-29.

Discusses criteria for improved preservice and in-service programs to assure the quality of community college instruction. The university and the two-year college role in improvement, the place of teaching degrees, federal and state support, and types of in-service programs are discussed. In effect, a general summary of Teachers for Tomorrow.

_____. "Staff Development for Student Development." Community College Frontiers 2 (Winter 1974): 12-20.

Adapted from an address at The International Institute on The Community College at Sarnia, Ontario, June, 1973. Discussed assumptions underlying the declared need for staff development, the inadequacy of present in-service programs, serious misconceptions about and misuses of staff development, and some "fragments of a conceptual model" for a staff renewal program. The latter articulates important points for a philosophy of staff development, balancing individual and institutional needs, leadership, and financing. An important supplement to Teachers for Tomorrow.

_____. "Teachers for Tomorrow: One Year Later." Community and Junior College Journal 44 (November 1973): 10-11.

Highlights important staff development events that have followed the publication of O'Banion's distinguished study. Teachers for Tomorrow: Staff Development Programs in the Community-Junior College. Reviews legislative developments on the state and national level, a focus on in-service education by old and new community college journals, the growth of in-service programs on local campuses, and new developments in the area of graduate preservice and in-service education.

_____. Teachers for Tomorrow: Staff Development in the Community-Junior College. Tucson: University of Arizona Press, 1972.

A landmark in the field of staff development prepared for the President's Advisory Council for Educational Professions Development. Reviews the major current efforts in preservice and in-service program planning and recommends programs designed to meet the various needs of staff, with emphasis on the instructor, the one with critical needs. Programs described require little modification to fit the needs of independent junior colleges and technical institutes.

Osterman, D. N. and others. Improving Undergraduate Teaching Through a Faculty Development Program. April 1976. ED 122 836

Describes the College and University Teaching Project (CAUT)

designed to enable faculty at Oregon State University to implement a systematic approach to instruction. Discusses structure, evaluation and results of the program.

Parsons, M. H. ... Against the Dying of the Light: Staff Development Confronts the 1980s. October 1977. ED 145 881

Suggests major needs for improved staff development in the '80's': environments receptive to change; institutionally integrated programming; comprehensive, dynamic, cost-effective programs; and utilization of consortia to improve programming.

_____. The Instructional Clinic: Staff Development in Action. June, 1976. ED 129 354

Describes an instructional clinic at Hagerstown Junior College (MD) which, during its first year, fostered the development of a readability index for all text materials, the design of an item analysis model to assess all test materials, the development of computerized reliability testing and of audio-tutorial modules explaining term paper preparation, and the establishment of a video-tape instructional evaluation model.

_____. Part-Time Faculty: A Statewide Model for Development. Nov. 1978. ED 161 484

Describes the part-time faculty staff development program designed and implemented at Hagerstown Junior College (MD) and which became the model for a statewide program in 1978. Reviews the program's interest inventory and its results. Describes program activities including the videotaping of staff development sessions to use on individual campuses as a way of facilitating program dissemination.

_____. Targets of Opportunity: Strategies for Managing a Staff Development Consortium. Nov. 1978. ED 161 485

Describes the Appalachian Staff Development Consortium comprised of three community colleges and the state college in Appalachian, Md. Reviews the five management strategies or functions of the steering committee in integrating activities into an operational framework. Linking agent, climate developer, information dissemination, insularity reducer, and regional revitalizer functions are discussed.

Peterson, G. T., Ed. Staff Development; Mini-Models for College Implementation. Cupertine, California: De Anza College, June 1975. ED 112 958

Proceedings of a prototype workshop in Squaw Valley, California, describing a problem-solving process used to generate aspects of a comprehensive staff development effort for a simulated community college. The phases of the process include brainstorming,

needs assessment, resource specification, strategy development, evaluation, and redesign. Five papers by workshop consultants are included, describing the theoretical and informational background of the conference and covering (1) the need for staff development; (2) incentives for participation; (3) instructional development as a major aspect of staff development; (4) specifying objectives, developing strategies and evaluation; (5) instructional design as a team process. Guidelines, working forms, reference materials, and bibliographies are included.

Petty, G. F. "A Practical Look at Management Personnel Development." Community and Junior College Journal 45 (August-September 1974): 16-18.

Underlines need for a "systematic, institution-wide effort to foster individual growth for all managers as decision-making practitioners at increasingly higher levels of responsibility." Presents the rationale and objectives and proposes a systems approach for a community college management development program.

Preus, P. K. and D. F. Williams. Statewide Community College Faculty Development: A Personalized Approach. Nov. 1975. ED 118 168

Reports on the Alabama's one year Program for Development of Community College Faculty designed to provide statewide coordination and resources for individualized staff development at the State's 18 two-year colleges. Featured a one-year on campus program led by individual faculty members (1971-1972) followed by three years of time-sequenced evaluations. Describes program's designs, budget and results. Makes recommendations.

Rabb, T. K. and A. E. Levine. "Princeton Graduate Interns: A Staff Development Program for Community Colleges." Community and Junior College Journal 46 (March 1976): 33-35.

Introduces Princeton's Community College Internship Program which consists of a one semester introductory colloquium to the two-year institution followed by a one semester teaching internship, for those who desire it, at one of New Jersey's community colleges.

Richard, R. C., Jr. "Staff Development: A Conceptual Framework." Journal of Higher Education Vol. 46 No. 3 (May/June 1975): 303-312. EJ 117 805

Presents a conceptual framework stressing the integration of faculty development with organizational development. Emphasizes the point that failure to link organizational development with faculty development will lead to disappointing results from both efforts.

Richardson, W. R. Staff Development for the Rural Community College. 1975. ED 110 136

Notes serious shortcomings in the faculty and staff of rural community colleges, shortcomings contradictory to the philosophy of the two-year college. Calls for effective staff development planning at rural colleges to equalize their quality with that of larger, affluent, urban colleges. Discusses a 4 stage process in planning for staff development.

Rippey, D. T. and R. J. LeCroy. "Training for Administrative Leadership." Community College Frontiers, 6 (Summer 1978): 45-49.

Describes Dallas County Community College District's program to train educational leaders to meet the challenge of the nontraditional student, to foster instructional change, and to deal effectively in human relations. Articulates the assumptions of the program, the needed cognitive competencies for all administrators in general and for those holding specific posts, and the training activities utilized.

Rittner, C. A. "Institutional Purposes for Staff Development in Higher Education." Doctoral dissertation, The Pennsylvania State University, 1978. Order No.: 7818788

Studied the institutional purposes for staff development in the community, state and private (baccalaureate level) colleges in Pennsylvania and the similarities and differences in those institutional purposes. Found institutional purposes for staff development were neither highly rated nor clearly developed and that community and state colleges may not be as operationally divergent as their missions often claim.

Ritz, W. C. and others. How to Conduct a Workshop. Syracuse, N. Y.: Eastern Regional Institute for Education, 1970. ED 065 486

Monograph developed from 3 years of experience. Presents a rationale for workshops, emphasizes participant involvement, and discusses workshop planning, implementation, and evaluation for groups from 15-500.

Robertson, G. H. "A Proposed In-service Training Program for Academic Administrators in Ontario Community Colleges." Doctoral dissertation, The Florida State University, 1976. Order No. 76-28,636.

The proposed training program is for program heads and division chairpersons and is based on job needs as perceived by presidents and senior academic officers at 21 Ontario community colleges. Respondents stressed practical, short-range skills in instructional supervision, personnel management, budget management, administration, curriculum, and planning. Low priority was given to the history and philosophy of higher education and specific management techniques like systems analysis.

Rowell, J. R. Needs Assessment Studies for Education. Gainesville, Florida: Florida University, Center for Community Needs Assessment, January 1975.

Attempted to provide a comprehensive overview of recent educational needs assessment studies at all levels of education. Found that most assessments are qualitative rather than quantitative and often are used to placate funding agencies rather than provide the basis for policy decisions and curriculum planning. Suggests, however, that community needs assessment will inevitably become an essential stage in educational planning. Contains an extensive bibliography.

Samlin, J. R. "In-Service Education in American Public Junior Colleges." Doctoral dissertation, Illinois State University, 1967. Order No. 68-403.

Survey of 403 public community colleges to determine scope of in-service education efforts. Discovered serious deficiencies.

Santos, G. de los. "El Paso's Organizational Development Model." Community and Junior College Journal 46 (Oct. 1975): 16-17.

Describes a successful staff development model for an institution committeed to a bilingual, multi-cultural education program. Reviews the background of the program, its financing, the staff development agents utilized and the assessment of the program's impact.

Schafer, M. I. The Student Role of Teachers: Faculty Development in the Community College. Gainesville: University of Florida Institute of Higher Education, 1970. ED 043 333

Experts in the junior college in-service field suggest methods for in-service faculty improvement and list significant barriers to effective training.

Schultz, R. E. "Low Turnover Creates Staff Development Problems." Community College Review 1 (April 1973): 22-28.

Sees the stabilization of community college staffs, after a decade of rapid expansion, changing the focus of staff development from orienting new personnel to keeping staff professionally vital. Presents guidelines for effective staff development and suggestions for implementing activities in the face of low turnover problems.

Schultz, R. E. and W. J. Roed. Report on Inservice Needs of Community College Part-Time Occupational Instructors. Tucson, Arizona: Arizona University, Tucson College of Education, May 1978. ED 156 290

Describes a project to determine the training needs of Arizona's

community college part-time occupational instructors (approximately 74% of Arizona's community college faculty are part-time). Materials include: a self-assessment tool for administrators to help them determine the kinds of training appropriate to their institutions, results of part-time faculty needs assessment survey, a list of possible rewards, incentives for part-timers and Performance-Based Teacher Education Modules.

Schultz, R. E. "The University as an Agent of Instructional Change in Community Colleges." 17 (Spring 1977): 53-64.

Describes what the university is doing to aid the community college to improve instruction through (a) scholarly study and research; (b) faculty preparation and advanced study for educational leadership; (c) university-based inservice workshops, institutes, and short courses; (d) outreach programs and services; and publishing and disseminating information. Reflects a measure of the growth of community college-university cooperation over the last ten years.

Schwilck, G. I. and Martin, W. B. "Danforth's Community College Institute." New Directions for Community Colleges 1 (Spring 1973): 31-39.

Describes the model Danforth Foundation Community College Institute designed to give college representatives (faculty and administrators) time, resources, and encouragement to solve a targeted campus problem. Notes problems faced by community colleges, the foundation's response to these problems, its workshop procedures, the participants' reports and plans for action, the follow-up and evaluation, and suggestions for other institutes.

Seiquist, J. "A Staff Development Project: Enhancing Attainment of Career Center Goals by Determining Staff Needs and Objectives." Doctoral dissertation, Nova University, 1977. ED 165 064

Describes a practicum which aided staff in identifying and prioritizing problems and needs in the areas of communication, decision-making, and developing objectives; and presents a plan of action to meet top priority needs. The results were positive and several recommendations are made to enhance the communication and decision-making processes.

Singer, D. S. "Do We Need a Community College Institute?" Junior College Journal 39 (October 1968): 36-40.

Suggests the establishment of one or more graduate institutions for the preparation of new, and the refreshment of veteran, community-junior college instructors and administrators, to redress the lack of responsiveness of present colleges and universities to the requirements of two-year institutions. Lists emphases for a first-rate program, suggests subsidiary functions, and notes problems facing such an institute.

Smith, A. B. "Evaluating Staff Development Programs." New Directions for Community Colleges, 19 (Autumn 1977): 91-101.

Describes the program evaluation system in operation in Florida's 28 community colleges. Pointers are given on choosing an evaluation model, organizing for evaluation, and steps in implementation.

Smith, R. R. "Developmental Needs of Community College Adjunct Faculty." Community/Junior College Research Quarterly, 2 (Oct.-Dec. 1977):31-36.

A survey of administrators, faculty, and students at all 17 colleges of the New Jersey Consortium on the Community College. Established 8 essential goal related needs including knowledge of the philosophy/function of the community college, understanding how learning occurs, developing strong teaching/learning support systems, and establishing a continuous program of adjunct supervision.

"Some Perspectives on Staff Development." Community and Junior College Journal 43 (October 1972): 14-19.

Composed of a number of thumbnail sketches of staff development problems and programs. Contents include: "E.P.D.A. at a Community College," D. M. Sims and G. I. Bounds; "Priorities for Training Minority Staff." Howard Simmons; "Orienting Staff to College Goals," V. Keehan; "Training on the Multi-College District," R. J. LeCroy; "Knowing the Student and the College," W. F. Cohen; "Training on a Junior College Campus," P. D. Pelham; and "E:P.D.A. at the University of Iowa," D. D. Anderson.

Spitzer, D. R. "The Importance of Faculty Attitudes in the Planning for Instructional Development." Research in Higher Education, 5 (1976): 97-111.

A case study designed to investigate faculty attitudes toward instructional development on one campus. Considers lack of concern for faculty attitudes on instructional development as a fundamental obstacle to success in instructional improvement programs.

Staff Development: A Profile of Local Institutional Effort. Raleigh, N. C.: North Carolina State Department of Community Colleges, Dec. 1975. ED 139 465

Describes the rationale of N. C. staff development programs, existing means of program delivery, the role of the Department's Office of Staff Development, and the results of a state-wide study to assess local institutional efforts.

Stallings, D. "A Dean's Experience with Instructional Change." New Directions for Community Colleges, 17 (Spring 1977): 19-22.

Reviews eight key factors in the success of Caldwell Community

College (N.C.) in accomplishing productive changes in instruction: Board policy, effective decision making, good communications, selection of faculty, the preservice program, funding, grants program, and the appointment of an administrator in charge of faculty development.

Sylves, D. A Survey of Educational Needs of College Faculty in Selected Two-Year Colleges in New York State. Buffalo, N. Y.: Educational Research and Development Complex, State University of New York, Buffalo, 1974. ED 100 463

Reports on a study of 8 two-year New York community colleges to investigate methods by which SUNY, Buffalo, might assist them in providing preservice and inservice programs. General results reveal faculty desire to further their education, but require course offerings that are more relevant, available and accessible than at present.

Taylor, W. R. "A Consortium Approach to Faculty Renewal." New Directions for Community Colleges 12 (Winter 1975): 17-22.

Describes the American Historical Association's (AHA) successful entry into faculty development in the social sciences through a consortium approach with Long Island two-year colleges. Gives details on the project's background, its results in teaching effectiveness, its source of support, and new AHA staff development projects. For more information, see documents by Hoffman and by Thompson.

Thompson, M. The AHA Faculty Development. December 1975. ED 120 040

Describes the American Historical Association's (AHA) involvement in faculty development in history instruction. The AHA stress is on interinstitutional confederations for assuming joint sponsorship of the program. Presents the AHA's program guidelines and important lessons learned from early experiences. See Hoffman.

Tieman, E. F. Director's Evaluation Report. Higher Education Media Institute, the University of Texas at Austin, June 2-July 11, 1969. Austin: University of Texas, Visual Instruction Bureau, 1969. ED 068 003

Report on an institute for junior colleges and lower-division senior college teachers and administrators covering learning theories, graphics, media production, and instruction systems facilities design.

Tobin, H. M. and others. The Process of Staff Development: Components for Change. St. Louis: C. V. Mosby Company, 1974.

Examines "the development, process and concepts of staff development" as it relates to nursing within health care agencies. Though focused on nursing, the volume contains much information useful to staff development practitioners in the two-year college. Chapters on "Continuing Education and Staff Development," "History of Staff Development," "Adult Learning," "Motivation and Staff Development," "Organization and Administration," "Philosophy, Purposes, and Goals: Option or Necessity?" "Identifying Learning Needs," "Designing and Implementing Learning Offerings," "Selecting Teaching Methods and Aids," "Evaluation," and "Future Directions."

Toombs, W. "A Three-Dimensional View of Faculty Development." Journal of Higher Education, 46 (Nov./Dec. 1975): 701-717.

A philosophical discussion of the "larger framework of ideas, issues, and practices" the author believes planners for staff development at all levels of higher education must address. Three major dimensions are considered: the professional dimension encompassing "critical conceptual questions, the curricular aspect touching both on instructional improvement and designs for learning, and the institutional dimension." Generates "a set of principles for planning and a matrix for programming" from the discussion of the three dimensions.

Topper, M. A. "A Working Model for Inservice Training." Two-Year College Mathematics Journal. Vol. 5 No. 4 (Dec. 1974) pp. 16-18. EJ 113 337

Gives a brief delineation of the Illinois Community College Mathematics Workshop Program involving thirty-one Illinois community colleges and consisting of a sequence of six two-day workshops dealing with problems in the area of community college mathematics instruction. Discusses the philosophy of the program, its general objectives, and a brief description of each of the six workshops.

True, G. M. "An Analysis of Community College Social Science Instructor Characteristics in Selected Institutions: Consideration for Faculty Preparation and Staff Development." Doctoral dissertation, Kent State University, 1978. Order No.: 7912529

Analyzes instructor characteristics in a five state region and presents a model for preservice preparation and inservice development. The model is comprehensive, identifying program components, delineating needs assessment, recommending cooperation between 4-year and 2-year institutions, utilizing professional associations and community groups, and suggesting the need for long-term commitment.

Uche, U. W. "A Study of the Perceptions of Occupational Instructors and Administrators of In-Service Education Programs in the

Technical Institutes and Community Colleges of North Carolina." Doctoral dissertation, University of North Carolina at Greensboro, 1973. Order No. 74-8484

Studied (1) the perceptions of instructors and administrators on the content and methodology of inservice education programs, (2) the current staff development programs available for occupational education instructors in North Carolina community colleges and technical institutes, and (3) the degree of agreement between faculty and administrators on what should be the purposes and content of such programs. Opportunities and incentives for professional growth were found wanting in spite of the presence of a real inservice education need.

Urban Education Institute, Director's Report, 1970-71. Pasadena, Calif.: Pasadena City College, 1971. ED 077 912

Report on the Urban Education Institute designed to provide part-time in-service education for community college personnel with the objectives of making them more aware and responsive to the needs of students from deprived backgrounds.

Visger, D. B. "A Cooperative Work Experience Approach to Inservice Staff Development for Selected Community Colleges." Doctoral dissertation, Oregon State University, 1977. Order No. 7731178

Studied the inservice programs for community college vocational instructors and developed guidelines for a cooperative work experience approach to staff development. Suggests the inservice coordinator and the written professional development plan are key factors in the success of such programs.

Wallace, T. H. S. The Department/Division Chairperson in the Community College: An Annotated Bibliography. Fayetteville, Arkansas: University of Arkansas, 1977.

This document contains two sections. First, an introduction to the bibliography notes the criteria used in selecting items for annotation, discusses the present emphases of the literature, and gaps in it which need continuing attention from researchers. The second section is the bibliography itself, the most exhaustive and comprehensive list available on the community college department/division chairperson.

Wallace, T. H. S. The Literature of Staff Development: Emphases and Shortcomings. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. ED 094 822

An in-depth critical analysis of the trends of research in staff development. Describes the major strengths and delineates significant gaps of the literature. The latter include the need for more data on in-service needs, on successful statewide and

campus-wide models for staff development, and new solutions to funding problems.

Wallace, T. H. S. "Provision for Community College Faculty Development in Collective Bargaining Agreements." Research in Higher Education 4 (1976): 381-392.

Examines the trends of collective negotiations as they affect inservice education, through an examination of bargaining agreements. Finds the trend is presently one of negotiation of provisions in a piecemeal fashion rather than one with the goal of establishing comprehensive professional improvement programs.

Wallace, T. H. S. "The Staff Development Committee: A Model for Instructional Change." New Directions for Community Colleges 17 (Spring, 1977): 65-73.

Describes the use of a faculty committee at Harrisburg Area Community College to plan, implement and evaluate the institution's staff development program. Delineates the history and setting of the committee, its purposes, membership, rationale, philosophy, operations, accomplishments, advantages and disadvantages.

Wattenbarger, J. L. and R. S. Carpenter. "Faculty Development: Let Teachers Take the Initiative." Community College Review, Vol. 3, No. 1 (June 1975): 25-30.

Reports on a 1977 Florida study which discovered a high consensus between faculty and administrative views on the content and methods which comprise faculty inservice programs. Suggests instructors are eager to be involved in planning inservice activities. Notes the responsibilities of various constituencies--faculty, administration, governing boards, universities, faculty organizations and students--in faculty development.

Webber, R. Improving College Teaching: An Annotated Bibliography. New Rochelle, New York: Change Magazine, 1976. ED 148 221

105 references, most from post 1970 literature. Focuses on four-year college and university improvement efforts though topics covered relate also to two-year college activities (e.g., learning contracts, teacher evaluation, curriculum evaluation, individualized instruction, etc.).

Weber, Y. R. "In-Service Training of College Teachers: Aims and Practices for Faculty Development." Doctoral dissertation, University of Pittsburgh, 1973. Order No. 74-15,617.

Surveyed 18 Pennsylvania four-year colleges and universities. Attempted to determine the importance of certain characteristics to general college teaching and to instruction in specific academic areas (as perceived by students and educators)

to ascertain the desirability of selected institutional in-service practices and to make recommendations for a college inservice faculty development program.

Weddington, D. Partnership for Faculty Development: The University and the Community College. 1974. ED 146 988

"Proposes a total staff development program involving a partnership between the university and the community college...." Several steps are outlined for achieving productive institutional coordination.

Wergin, J. F. and others. "The Practice of Faculty Development: An Experience-derived Model." Journal of Higher Education. Vol. 47, No. 3 (May/June 1976): 289-308

Discusses the strategies employed to facilitate faculty growth at Virginia Commonwealth University and an analysis of how appropriate or inappropriate they were. From this analysis, a model is derived describing faculty development as an evolving process--a process which must be recognized by faculty development planners and consultants if success is to be attained. The article contains many important and practical observations based on planning, conducting and evaluating faculty development programs and on utilizing consultants.

Wetzler, W. "A Breakthrough for Faculty and Program Development." Junior College Journal 40 (June-July 1970):13-15.

Reports on early progress in faculty and program development in Florida, after the passage of legislation to assign 3 percent of the total community college budget to those purposes. Presents the philosophy, outline, and procedures for implementing a development plan that evolved out of a conference of the Florida Association of Junior Colleges to give substantive direction for profitable use of the funds.

Wilkerson, G. J. "The Design and Validating of an In-Service Training Module Entitled: 'Changing Students' Attitudes,' for Use with Community College Instructors." Doctoral dissertation, The University of Texas at Austin, 1973. Order No. 74-5348

The module "integrates the most functional elements of systematic approaches to instruction and current empirical research in the area of attitude change." Might be used as a format for administrators wishing to develop similar materials. Results from module testing showed a significant change in the attitude of all participants.

Wilson, R. E. Anatomy of a Workshop for In-Service Education Personnel.

Mimeographed. Washington, D.C.: New Institutions Project of the American Association of Community and Junior Colleges, [n.d.].

Summarizes the substance of an AAJC New Institutions Project Workshop for Inservice Education Personnel dealing with the development and status of community colleges; the facilitation of student learning; the process of effecting change as the purpose of in-service education programs; techniques usable in the presentation of in-service programs; the relationship of in-service programs to the objectives and functions of community colleges; the development of a model in-service program; and the evaluation of in-service programs.

Wilson, R. E. "Staff Development: An Urgent Priority." Community and Junior College Journal 43 (June-July 1973): 68-69.

Chiefly concerned with staff confusion and serious disagreements over the goals and purposes of the community college. Views comprehensive, continuing staff development as the solution of those crippling differences of opinion. Suggests AACJC can provide significant assistance in making in-service education a better and more common practice.

Woods, N. A. Instructional Development Services: A Project Evaluation. Kalamazoo, Mich.: Kalamazoo Valley Community College, July 1978. ED 154 886

Describes results of an evaluation of KVCC's Instructional Development Services Program, a program designed "to provide consultation services for faculty wanting to develop and refine instructional strategies, to review grant proposals, award grants, monitor faculty grant progress, and to provide faculty on-campus seminars for specific purposes or issues." Both successes and shortcomings are detailed.

Woods, N. J. "A Technique for the Assessment of Individual Needs in Relation to Organizational Goals for Community College Staff Development." Doctoral dissertation, The University of Florida, 1977. Order No. 7811000

This study had several purposes: to determine (1) whether the Delphi method was an effective needs assessment technique (it was); (2) to what extent the needs identified related to the goals of the community college (all needs did); (3) what guidelines would be suggested by practitioners to implement the utilization of the Delphi technique for needs assessment in the community college (several guidelines are identified).

Yarrington, R., ed. Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges, Washington, D.C.:

American Association of Community and Junior Colleges, 1974.

Contains addresses by leaders in the field of in-service education considering present staff development issues, problems, programs, and progress. Contents include "A Futuristic Look at Training," W. A. McClelland and D. S. Bushnell; "Staff Development: A Priority on Persons," T. O'Banion; "Government Actions Affecting Staff Development," L. W. Bender; "College Environment as a Determinant in Staff Development," C. C. Collins; "Differentiating Staffing Patterns and Potentials," E. Harlacher and E. Roberts; "Work Experience as a Means of Preparation and Renewal," A. L. Pratt; "Staff Development: A New Promise to the New Student," C. Sutton; "Staffing to Meet the Needs of Spanish-Speaking Students," A. G. de los Santos, Jr.; "Native American Staff: A Prerequisite to Successful Indian Education," P. E. Azure; "Developing Special Teaching Degrees," A. M. Eastman; and "A Role for the Discipline Organizations," M. F. Shugrue.

Yarrington, R. "Facing the Critical Issues." Community and Junior College Journal 44 (November 1973): 8-9.

Review of some of the major issues facing staff development. Stresses the need for more agreement on what it is, who it is for, who should do what, how it should be done, and who should pay for it.

Zellers, L. E. "Occupational Instructor's Views of In-Service Activities: Perceptions of Washington State Community College Vocationally Certified Professional Staff." Doctoral dissertation, Brigham Young University, 1978. Order No.: 7903617

Proposal to develop "a profile of education and training experiences and activities perceived most beneficial for classroom training. Found a need for more "intellectually challenging programs for persons with a bachelor's degree or above. The use of advisory committees, the need for a college credit program option, and activities most beneficial to classroom instruction receive notice as major recommendations.

Zickel, J. N. A Consortium Approach to Faculty Development: Use of Faculty Facilitators to Enhance Teaching Performance, July 1978.

Describes the Center for Excellence in College Teaching of the Consortium of East Jersey serving 1000 faculty (the Center is a spin-off of the instructional improvement process developed at the Clinic to Improve University Teaching at the University of Massachusetts). Due to the need for more support, a program was developed to train faculty as facilitators thus strengthening the Center's resources with inhouse capabilities.

Zion, C. and C. Sutton. "Integrated In-Service Development." New

Directions for Community Colleges 1 (Spring 1973): 41-51.

Description by its coordinators of Miami-Dade North's innovative approach to continual professional growth for its entire staff. Details on program assumptions, evolution, organization, offerings, administrative leadership, and results.

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